

**Coppell Education Development Corporation**  
**Grant Application**

<b>Project Title:</b>	Literacy Intervention Support Program
<b>Principal Applicant</b>	Mrs. Jean Boyd, Mrs. Jill Haltom
<b>Title of Principal Applicant</b>	Director of Elementary Education Secondary Lang. Arts and Social Studies Director
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Entire Project)	August 2008-May 2009
<b>Total Amount Requested</b>	\$724,614.

**Printed Names & Title of Grant Approvers; Signatures; & Dates:**

Jean Boyd  
Director of Elementary Education

Jill Haltom  
Secondary Language Arts and Social  
Studies Director

<i>Principal Applicant</i> Title (Required)	Signature	Date
<i>Team Member</i> Title (Optional)	Signature	Date
<i>Team Member</i> Title (Optional)	Signature	Date
<i>Principal of School Involved</i> Title (Optional)	Signature	Date
Dr. Jeff Turner Superintendent of Schools	Signature	Date
<i>District Superintendent</i> Title (Required)	Signature	Date
Cindy Warner President, Board of Trustees	Signature	Date
<i>** School Board President</i> President (Required)	Signature	Date

**\*\*Signifies approval by the School Board of Trustees**

## **Section I: Abstract of Project/Activity**

The Coppell ISD Literacy Intervention Support Program is designed to serve students who are identified as struggling readers in K-12 at eight elementary campuses and four secondary campuses. Literacy Intervention support teachers, one teacher per campus, assist targeted students in grades K-12 to develop literacy skills needed for academic success. The amount of support each student receives is dependent on the results of their individual assessments.

Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$724,614 salaries for these thirteen personnel units.

Students must achieve highly developed literacy and thinking skills in order to work toward the Coppell ISD Profile of the Graduate goals that, (I.) “A scholar of high reputation (b) transfers and applies knowledge and skills in meaningful ways that lead to further learning opportunities, (e) utilizes critical reading and thinking skills, and (g) seeks knowledge independently, responsibly and purposefully.”

## **Section II: Description of Proposal and Nature of Request:**

Goals for the elementary program are based upon the Twelve Essential Components of Research-Based Programs for Beginning Readers from the Texas Education Agency. Essential components (goals) are as follows:

Children will have the opportunities...

1. to expand their use and appreciation of oral language.
2. to expand their use and appreciation of printed language.
3. to hear good stories and informational books read aloud daily.
4. to understand and manipulate the building blocks of spoken language.

5. to learn about and manipulate the building blocks of written language.
6. to learn the relationship between the sounds of spoken language and the letters of written language.
7. to learn decoding strategies.
8. to write and relate their writing to spelling and reading.
9. to practice accurate and fluent reading in decodable stories and pattern-type readers.
10. to read and comprehend a wide assortment of books and other texts.
11. to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
12. to learn and apply comprehension strategies as they reflect upon and think critically about what they read.

Goals for the secondary program are based on the *Reading Next: A Vision for Action and Research in Middle and High School Literacy (2004)*. The fifteen key elements are:

1. Direct, explicit comprehension instruction
2. Effective instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. A technology component
9. Ongoing formative assessment of students
10. Extended time for literacy
11. Professional development

12. Ongoing summative assessment of students and programs
13. Teacher teams
14. Leadership
15. A comprehensive and coordinated literacy program

To effectively meet these goals the literacy teachers will:

- Provide intensive, focused literacy instruction to identified students on a daily basis and constantly monitor students' literacy growth.
- Assist regular classroom teachers in identifying students at-risk of reading failure based upon assessment results and work cooperatively with classroom teachers to plan effectively for these identified students.
- Coordinate state mandated Early Reading Assessments in grades kindergarten, first and second grade three times a year.
- Coordinate local reading diagnostics and progress monitoring to identify at-risk adolescent readers.
- Provide model teaching in the classroom in literacy skills development.
- Work cooperatively with teachers and principals to promote literacy at each campus and participate in monthly literacy study sessions with other literacy support teachers and the Language Arts Curriculum Directors to keep current on reading and writing research and effective literacy program implementation.
- Provide additional interventions for struggling readers.

In order to meet the reading goal set by then Governor George W. Bush in 1996 stating that, "All students will read on or above level or higher by the end of third grade and continue reading on or above grade level throughout their schooling," literacy support is imperative in the early grades and is an essential necessity for the continuation of literacy development at the secondary level.

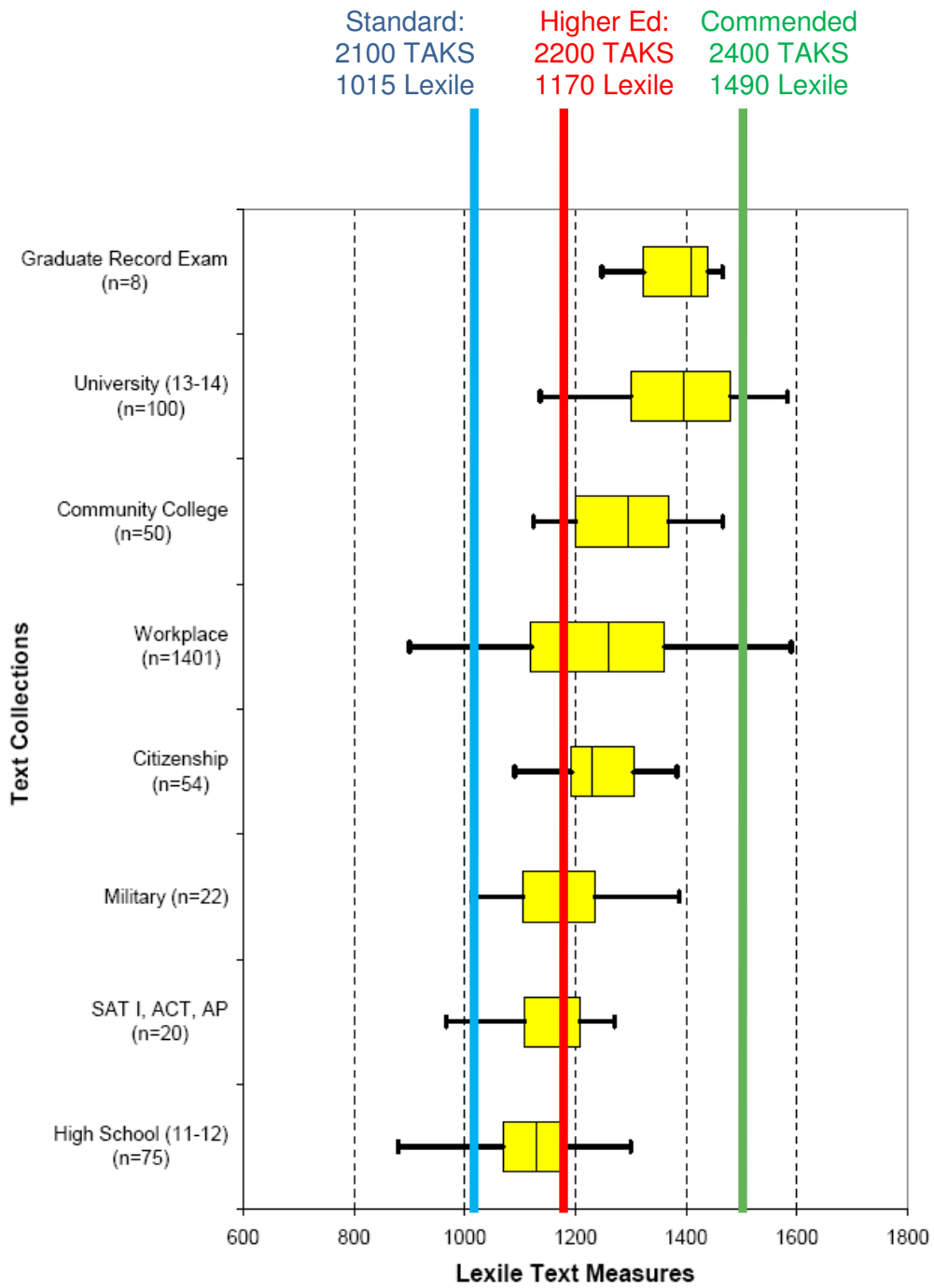
As a result of the reading goal set by then Governor Bush, guidelines were given to educators.

Guidelines for the mandated Accelerated Instruction included the following:

- Identify target students and instructional priorities based upon assessment results.
- Provide for at least 30 minutes of additional systematic and explicit literacy instruction.
- Provide small group instruction in the areas of phonemic awareness (elementary), phonics, reading fluency, reading comprehension and writing.
- Use highly trained professionals to deliver instruction and provide interventions.

While CISD's TAKS scores indicate overwhelming success by remaining in the 90<sup>th</sup> percentiles in reading and writing, these scores are misleading. A recent study shared with the State Board of Education in July 2007 reveals that the text demands for a student meeting met standard (a scale score of 2100) on the grade 11 ELA TAKS merely indicates that the student can pass the test. A commended score (a scale score of 2400), however, ensures that the student can meet the myriad of text demands required post-high school from the workplace to the university (see attached graph). It is imperative to not only close the gap with our struggling readers but also to prepare ALL of CISD's students for the text demands of the 21<sup>st</sup> century. This can be accomplished through the literacy coach's work with struggling students as well as content area teachers.

Without the requested funds, the CISD will need to reexamine current student teacher ratios. Denial of CEDC funds may also result in a decrease in specialized programs for all students in the district. If CISD is not able to adequately fund this program at the current level, a decrease in the district's state accountability rating could result.



**TAKS  
 Performance  
 Standards  
 Overlay on  
 Text  
 Demands**

**(adapted  
 from  
 Williamson,  
 2006a)**

**Section III: Budget**

\$724,614 Budget request for salaries

## Section IV: Project Measurement and Evaluation

### Salaries

Estimated number of students to be served in this program K-12th grade: 830 (8.4 % of the student population).

Dollars per student proposed: \$873

### Evaluation of Project's Success

A valid measure of a student's progress in learning to read is the result of the TAKS tests administered in the spring.

PROGRAM GOAL	STANDARD	MOST RECENT MEASURE (MS/C)	EVALUATION INSTRUMENT
Increase the percent of students who meet standard and reach commended on TAKS exams in Reading/ELA	Reading: 100% ELA: 100%	3 <sup>rd</sup> Grade Reading: 100% 4 <sup>th</sup> Grade Reading: 97% 5 <sup>th</sup> Grade Reading: 99% 6 <sup>th</sup> Grade Reading: 98% 7 <sup>th</sup> Grade Reading: 98% 8 <sup>th</sup> Grade Reading: 100% 9 <sup>th</sup> Grade Reading: 98% 10 <sup>th</sup> Grade ELA: 95% 11 <sup>th</sup> Grade ELA: 98%	Reading TAKS ELA TAKS
Increase the percent of students who <b>reach commended</b> on TAKS exams in Reading/ELA.	Reading: 85% ELA: 80%	3 <sup>rd</sup> Grade Reading: 67% 4 <sup>th</sup> Grade Reading: 53% 5 <sup>th</sup> Grade Reading: 62% 6 <sup>th</sup> Grade Reading: 75% 7 <sup>th</sup> Grade Reading: 60% 8 <sup>th</sup> Grade Reading: 83% 9 <sup>th</sup> Grade Reading: 72% 10 <sup>th</sup> Grade ELA: 47% 11 <sup>th</sup> Grade ELA: 45%	Reading TAKS ELA TAKS

In order to continue to adjust instruction and address changing needs of our students we respectfully apply for this grant.

## References

Coppell Portrait of a Graduate, Coppell ISD, 2003

*Reading Next: A Vision for Action and Research in Middle and High School Literacy (2004)*

Rohfhus, E., Ph.D. (2007, July 18). *Specificity, Clarity, and Lexiles: Approaches to Defining Standards*. Presented to State Board of Education in Austin, TX.

Texas Education Agency, (2003), Austin, Texas. Retrieved June 11, 2003 from

[www.tea.state.tx.us](http://www.tea.state.tx.us)